

Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

MAY 1956

EXTENSION SERVICE *Review*



UNITED STATES DEPARTMENT OF AGRICULTURE
FEDERAL EXTENSION SERVICE

VOL. 27

MAY 1956

NO. 5

Prepared in Division of Information Programs

LESTER A. SCHLUP, *Director*

CATHERINE W. BEAUCHAMP, *Editor*

DOROTHY L. BIGELOW, *Associate Editor*

Published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 31, 1955). THE REVIEW is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at \$1.00 a year, domestic, and \$1.50 foreign.

In this Issue—

Vitality Factors in 4-H Clubs	91
Participation and Responsibility	92
Members Plan Their Own Activities	93
Good Human Relations	94
National 4-H Club Center to Open in 1958	95
Why Some Stay In and Others Drop Out of 4-H Clubs	97
How to Make and Keep 4-H Friends	99
Iowa Folks Found the Answer	100
"Hi 4-H'ers" Set Their Guide Posts	101
Our Time-Use Study	103

IN THE JUNE AND JULY ISSUES of the Extension Service Review there will be 4-H articles from Missouri, South Carolina, Wyoming, Pennsylvania, West Virginia, Illinois, Indiana, New Jersey, Ohio, and Massachusetts.



COVER PICTURE

IN the center of our cover page you will find the seven members of the David A. Morrow family of Blair County, Pa. This outstanding family represents more than 2,100,000 4-H boys and girls in America pledged to uniting Head, Heart, Hands, and Health to "Improve Family and Community Living." Left to right: Dad; Mom; Johnny, 6; Mary, 15; Peggy, 14; Alice, 18; and David Jr., 21, putting up the traditional 4-H'ers sign.

Photographs of the family in the wide variety of activities they enjoy were assembled in a beautiful leather bound book and presented to President Eisenhower during National 4-H Club Week. A caption with each picture told the story of the Morrows' participation in 4-H activities. Some of these pictures make the composite cover pages.

Presentation of the pictorial record was made by the six 4-H Club delegates as a part of their "Report to the Nation" in Washington, D. C. Seen on the back cover page, they are, left to right: Ann Guindon, Plankinton, S. Dak.; Franklin McKay, Clayton, N. Mex.; Angela Heine, Ellendale, N. Dak.; Elden Rebhorn, Oswego, Ill.; Nellie McClure, Cleveland, Tenn.; and William C. Thiesenhusen, Muskego, Wis.

Angela and Franklin are outstanding in achievement; Ann and Eldon in leadership; and Nellie and William in citizenship. Their trip to Washington was co-sponsored by the Federal Extension Service and the National Committee on Boys and Girls Club Work, Chicago.

Vitality Factors in 4-H Program

E. W. AITON, ►
Federal Extension Service

HERE may have been a time when the concept or value of 4-H work was questioned. It is possible that earlier vanguards of agricultural leaders, educators or the general public failed to foresee what nearly every one affirms today. 4-H Club work as an educational movement is a good thing. It is good for boys and girls, good for homes and families, good for your community and our Nation.

Nineteen million 4-H alumni are one source of testimony. A random sample of press, radio or magazine opinion is another. The attitude of parents and 4-H members is a third. The people of about 40 other countries who have used 4-H as a pattern for their own programs constitute still another broad-gage measure of how we are doing in Extension 4-H Club programs.

But the extension worker who wishes to be objective about his program is not satisfied with platitudes

and with subjective appraisals. Most of our present generation of county, State, and Federal Extension staff inherited 4-H work from the founding pioneers who worked closely with local people to design the broad 4-H pattern. We believe in the work or we would not be devoting our professional lives to it.

We also believe that it is possible to improve even a good program. And we desire that our work be just as effective and satisfying as possible. We like the feeling of being associated with a good thing. But even more, we want to witness improvement and progress. We need the same satisfaction of watching the 4-H plant grow and develop from a seedling transplant as the pioneers enjoyed while watching the original seeds sprout and cover the country with a well recognized stand for a potentially good crop.

Today our challenge is to select the best "4-H plants" out of past



experience. We should nourish these well, space them evenly throughout our population field, keep wasteful weeds from sapping our time and energies, and then let nature take its course. The 4-H program will grow without a lot of pampering if these basic ingredients are present:

. . . Clubs that serve a well defined community.

(Continued on next page)

SOME FACTORS RELATED TO VITALITY IN 4-H PROGRAMS, 1954 SHOWING U. S. AVERAGE COMPARED WITH "HIGH" AND "LOW" STATES AND COUNTIES FROM U. S. CENSUS DATA AND ANNUAL EXTENSION REPORTS

(Farm and Rural Non-Farm Data Only)

FACTOR	U. S. Average	"Low" State	"High" State	"Your" State	"High" County	"Your" County
1. Number of 4-H members per county	667	232	486		3,064	
2. Number of 4-H members per year of Extension Agent's time devoted to 4-H	605	212	590		1,480	
3. Percent of potential rural youth 10-20 served by 4-H	17.8	7.7	19.7		43.8	
4. Percent of 4-H membership that is 14-20 years old	30.6	32.8	40.6		42.5	
5. Percent of potential 14-20 years served by 4-H	4.3	2.9	7.1		32.8	
6. Average age of 4-H members	12.7	12.8	13.1		13.2	
7. Average tenure of 4-H membership	2.7	2.1	3.1		4.0	
8. Percent of reenrollment	68.3	45.4	76.0		85.1	
9. Percent of members completing	79.8	78.3	83.5		72.0	

- ... A project program that is planned around basic needs of young people, their families, and their home and farm.
- ... Parents who are first interested in 4-H through involving them in the program and who are then asked to share and assist with carrying it out.
- ... Volunteer leaders who are trained to carry the responsibility for local 4-H teaching and organization work.
- ... Community support, including cooperation from farm organizations, business and professional groups, and friends of 4-H.

The extension workers in several States and many counties are currently studying their 4-H programs in order to identify the best factors or 4-H plants. These they wish to transplant and spread throughout their entire population field. How shall we choose? What indicators of 4-H vitality can be relied upon to guide us to counties and communities that are really serving the needs of boys and girls, they ask.

In order to answer these questions a set of nine 4-H Vitality Factors or indicators has been developed with the assistance of about 35 States. These are not new. Nor are they a magic wand that will change an ineffective Extension program into a good one. The table on page 91, if used to list and compare county or community 4-H programs, will silhouette counties or clubs that effectively serve boys and girls. Do not rely on any single factor. Use all nine as the basis for comparison. Then choose the outstanding counties or local clubs for intensive study. You will observe that the table makes some comparison of States and counties. It is even more striking to compare local clubs.

The follow-through study of local or county programs may well emphasize the five features listed above. Don't try to do the evaluation job yourself. Involve *all* of the people who have a part in the program. Results will be better. Also you will automatically receive cooperation from these people in efforts to change or improve the program after they have helped to discover the need.

Participation and Responsibility ...

Keystone Factors for Building Long Tenure

E. I. PILCHARD,
Agricultural 4-H Club Work, Illinois

Editor's Note: It is with deep regret that we report the death of "Eddie" Pilchard, March 26, 1956. He served in the Illinois Extension Service for 26 years.

STATE 4-H Club staff members and extension administrators are currently expressing concern over the small number of older boys and girls enrolled in 4-H Club work. Some have suggested grading the program, assuming that one obvious reason older members drop out of club work is that they dislike to associate with younger members. Others think that the 4-H Club upper age limits should be 16 or 18 years with older boys and girls being given a chance to enroll in another type of organization.

Recently we were asked to analyze the factors in the Illinois program which we think have been significant in holding about half of the Illinois boys past age 14. A breakdown of agricultural 4-H Club enrollment shows that 38.5 percent are in the 13-15 age bracket and 24.2 percent are age 16 and over; 14.4 percent of the members were enrolled 6 years or more. However, we are low in the 10-12 age bracket with 35.7 percent enrolled. This last statistic causes us to wonder if perhaps our favorable situation on holding older members has been at the sacrifice of enrolling as many as we should of the younger ages. These figures cover both boys and girls enrolled in agriculture in 1955.

We faced up to this problem of holding older boys and girls in the early part of 1930. The entire 4-H staff spent most of one year in frequent conferences with leaders in the fields of education, psychology and sociology in our university. They attended staff meetings with us to help us in our thinking on this problem.

We first sought a program that would as nearly as possible meet the needs of prospective teen-age members. Our program analysis showed that we needed to give more attention to the areas of program, methods, and incentives.

Members need good and interesting local club programs if they are to keep their interest in it—good from the standpoint of the basic subject matter taught and interesting so that the member will like it. We placed increasing importance on county judging schools, judging, demonstration and talent contests, leader training meetings, and program planning and demonstration training schools. We also spent much time with county personnel and with local leaders in training schools talking about meeting the needs of boys and girls. Each subject matter project was critically examined and revised to make each step more difficult. A member in the pig club, for example, could begin with one barrow. After a year or two of experience in feeding, he could buy a gilt and soon be in the hog business. Then he might want to go into partnership with his dad. Successively meeting and solving problems of increasing difficulty provided members with new challenges. A similar program was developed in each livestock project.

We also developed new tools in the field of methods. Some of these were the County 4-H Federation, the Junior Leadership Program, year-round local 4-H Club programs, improvement of a record book so that it would yield useful information for the future, and the development of good county shows. As members become teen-agers, they need and seek activities in leadership and social activities. County 4-H Federation activities provide these opportunities. County 4-H Councils are or-

(Continued on page 96)



It's good for members to Plan Their Own Activities

RUTH RADIR,

Extension 4-H Club Specialist, Washington

LET'S look into the living room of a farm family in Evergreen County, Washington. You see a number of boys and girls, a few parents, their 4-H leaders and a junior leader. Nothing unusual here—the furniture is well-used, a toddler wanders about, there's a friendly feeling, and on the faces of the club members a look of expectancy. The 4-H Clover Club is meeting to plan their program for the year. One of the leaders points to a big calendar. On it are the events of the club year, county, State, and national, to serve as a guide for the club's own program.

The vice-president gives each member a 4-H Club calendar. The president asks the boys and girls to check on their calendars the club meeting dates. The secretary is ready to write plans into the secretary's book. Since the Clover Club meets at the home of each member in turn, names also appear on the meeting dates—Grace, Mary, Bob, Bill, Jim, and so on.

"What are we going to work for this year?" the leader asks. Answers come fast—everyone give a demonstration, 100 percent completion, all the kids go to county camp.

"Now for our demonstrations," says the president. Each in turn gets his date for his demonstration. The leaders come in at this point with suggestions and encouragement.

Special events come next. Again the leaders offer information, and the date for a judging tour is agreed on with the county staff. Let's put up a window display again this year during 4-H Club Week, say the club

members. County picnic, county camp are written in big letters. "Are we going to have parents' night again?" No doubt about that it seems . . . And, so they go through the 4-H year with community activities, county fairs and all the rest. "What about our community service project?" the junior leader asks. What and when get into the plan. When the job is done, the club members see approval in their leaders' faces and feel pleased with what they have accomplished.

With the plan on the calendar and in the secretary's book, the club has a chart to guide its course. Before the end of the year there'll be erasures and new check marks, but that just shows that the plan was flexible.

The work lies ahead. But the boys and girls on the committees who will do the different jobs are going to find them easier because already in their imaginations they are building up an anticipated event and their own parts in it. Everything on the calendar got there by *group consent*. The club members feel it is their own program. Laid out definitely this way, it is clear just what business has to be handled at each meeting.

"It's easy," says the leader, who takes the chief responsibility for this club. The process you watched was easy because—

. . . the leader had confidence in himself and a belief in boys and girls.

. . . he and the junior leader had prepared the big calendar of

4-H events for all to see.

. . . he had spent some time in advance with the president, vice-president, secretary, co-leader and junior leader to make sure they would know what their jobs were to be at this meeting.

Strengthening Their Hands

This kind of planning did not come out of thin air. If you knew Evergreen County you would recognize the work of the county agents in how this club operated. A visit to the Evergreen County 4-H Leaders Council would convince you that leaders, like boys and girls, learn by doing. First, it's a well-organized council. The agent sends out a check list for all committees,—program, fair, camp, promotion, awards, policy, and others, as needed. Leaders volunteer for committee work. Second, program planning is handled with dispatch. At the program planning meeting each committee acts as a buzz group. Then each presents dates, ideas and suggestions to the group as a whole. All of these plans, made within a two-hour meeting, go into a compact 4-H leader's handbook. Every meeting of the council is scheduled with business noted, host clubs, and training or other feature of each session included.

Before the planning meeting, as before every council meeting, the agent meets with the officers to check details of plans. Thus the meeting, itself, is in the leaders' hands. And, (Continued on page 96)

Attracting and holding local leaders is partly a matter of GOOD HUMAN RELATIONS

D. S. LANTRIP, State 4-H Club Agent, Arkansas

THERE are many factors that contribute to the success of interesting, training, and holding 4-H Club leaders. Some of them, listed below, were taken from reports of agents who have a large number of leaders working in community 4-H Clubs.

How To Interest Leaders

Provide an opportunity for leaders to work in their own community with their own young people.

Let the members select them and invite them.

Have officers or a committee from the club call on the prospective leader and express the wishes of the club.

Parents may assist in selection.

Extension agents follow up the selection of leaders with a letter or visit indicating the agent's approval, expressing congratulations and willingness to assist the new leader in his or her work, and giving the date of the next leaders' meeting.

Develop a good public relations program so that the leaders will see in club work an opportunity to render a great service to the com-

munity, to the young people in the community, and to their own boys and girls, if they are parents.

How To Train Leaders

Be sure the leaders have a clear understanding of their job and of the agents' relationship to the leader and to 4-H Club work.

Hold at least four well-planned leaders' meetings per year.

Give them plenty of ideas and materials with which to work.

Have leaders as well as agents give method demonstrations at leaders' meetings and assist in other ways of exchanging experiences.

When possible give them a kit of demonstration material, as was done in 50 counties in the tractor program. Four times as many demonstrations were given by leaders that year as the previous year.

Give the leaders' committee responsibilities on the various county 4-H activity programs.

Find time for an occasional personal visit or conference with each leader.

How To Hold Leaders

See that the county 4-H program is such that the leader will be proud to be a part of it.

Help the leader build a club that he or she will want to continue to work with.

Let the leaders and 4-H Club members make the policies, rules, and plans for county 4-H activities, serve on committees to conduct these 4-H activities, and in every way let it be their program, under the direction of the agents. This applies to community 4-H Clubs, not school clubs.

Agents should visit the club at least once but not more than three times per year.

Give recognition to the work of the leaders. This means not only once a year at the county 4-H achievement banquet but through notes of appreciation by the agents, a spoken word or two at a meeting in his or her community, and a personal word of appreciation when the leader or the club has accomplished something.

Let the leaders help teach other leaders in their meetings by relating successful experiences and giving new method demonstrations.

If there is something special, such as a program to be given before a civic club, be sure a leader or two attends with the 4-H members. He or she should have a part on the program even if nothing more than introducing the members from their club. Pass this honor of attending around to other leaders.

When a leader has served his or her useful tenure, help the leader to gracefully retire rather than insist on holding the leader. The ones who should be retired are a handicap unless they can be persuaded to serve in some other capacity.

(Continued on page 96)



One of four 4-H leader workshops conducted last year at Arkansas.

National 4-H Club Center *to open in 1958*

National 4-H Club Center,
Washington, D. C.



YOUR National 4-H Club Center will come into being soon.

The go-ahead for renovation of the Center in 1958 was recently voted by the Board of Trustees of the National 4-H Club Foundation. The lease with the Department of Defense, which has occupied the 4-H Center property since shortly after it was purchased in February 1951, will terminate on June 30, 1957.

When renovation is completed, the Center will be able to house and feed groups of 250 to 300 people, as well as provide conference rooms and other working facilities.

Plans for the program to be carried out at the Center are moving ahead rapidly. As a "working" shrine to 4-H Club work, the Center will be the site of National 4-H Club Camp and nearly 50 additional activities including headquarters for the National 4-H Club Foundation staff and for incoming and outgoing International Farm Youth Exchange participants; workshops and training conferences in citizenship and human relations training; leader training conferences; State and county 4-H citizenship training groups; meetings of 4-H Club program development committees and county Extension agent associations; subject matter specialists workshops; homemakers council sessions; and meetings of farm organization youth groups, agricultural commodity groups, and others.

The idea of a National 4-H Club

Center, like the 4-H movement it represents, was born in rural communities throughout the country. In the past two decades the idea of a 4-H Center spread throughout the 4-H movement. As the idea was discussed and tested in the democratic processes that give direction to 4-H Club work, it was agreed that a "working" 4-H Center could help develop greater citizenship awareness, better trained youth leaders and understanding of democracy in action, and serve as a focal point for national and international understanding.

The ground swell of interest resulted in a detailed study of the possibilities for establishing a Center in or near the Nation's Capital. Following the study, in February of 1951, the Board of Trustees of the National 4-H Club Foundation voted to purchase the former Chevy Chase Junior College—a beautiful 12½ acre campus in Chevy Chase, Md., in the name of the 4-H Clubs.

The young people who "make the best better" in the 4-H Clubs have voiced their approval of the Center by sharing in the big job of making the Center a home—their National 4-H Home. Through their Share and Care program they have already given more than \$100,000 to the National 4-H Club Center.

A milestone in the development of the Center, and in 4-H Club work itself, was the burning of the Center mortgage on November 16, 1955 in

special ceremonies at Michigan State University during the meeting of the American Association of Land-Grant Colleges and State Universities. Two Michigan 4-H'ers, Max Benne and Evelyn Carlson, served as master and mistress of ceremonies, representing 4-H'ers throughout the country.

Five men who were pioneers in the establishment of the Center took part in the mortgage burning ceremony. They were J. O. Knapp, West Virginia Extension Director and Chairman of the Foundation's Board of Trustees; R. F. Poole, President of Clemson College; R. A. Turner, retired Extension 4-H Field Agent, for whom a Center Building is named; E. W. Aiton, the Foundation's first Executive Director; and W. A. Sutton, Extension Director, Georgia.

The National 4-H Club Foundation, an arm of the Cooperative Extension Service, has been charged by Extension with the responsibility for developing the National 4-H Club Center.

"ROADSIDE MARKETING FILM STRIP"

A series of 36 frames in color on marketing fruits and vegetables directly to consumers in the Garden State (New Jersey), this filmstrip brings out some principles of location, displaying, advertising, and merchandising. Can be cut up and put into 2 x 2 slides to fit your own needs in your State.

Members Plan Activities

(Continued from page 93)

they have been through the experience of good planning. Confidence grows because they feel they are working in an organization that has an important job to do and knows how to get it done in a business-like way.

Putting Heart into the Program

In Evergreen County the agents are not asking local leaders to "practice what I preach." They demonstrate by their own confidence, friendliness, respect for the individual and their way of working, how to work with boys and girls. Their trust in the leader's ability to plan and undertake responsibility; their helping hand placed where it is needed is a demonstration on how to conduct club work. As they "help people help themselves" they are showing the way to develop leadership in boys and girls. Beyond this, let's say attitudes are contagious. The enthusiasm of the agents in Evergreen County, their belief in club work is "catching."

Headwork

Experience can be the best teacher. But taking out a little insurance helps. The insurance on learning-by-doing comes when agents help leaders look at the process they have been through in planning in the council. They remind leaders that "the way we do it at our council meeting can carry over, with modification, to 4-H Club meetings."



Long Tenure

(Continued from page 92)

ganized with elected representatives from each local club, who are given complete responsibility for county events such as the 4-H Rally, county playday, the achievement program, an honor event for members, and the recognition event or banquet for leaders.

Illinois has never considered junior leadership as a project. Local club leaders instead are trained to look for developing members. As soon as a member has had enough experience and shows signs of accepting responsibility, it is given to him. As responsibilities are successfully met, more are given until the member is ready for appointment as a junior leader. In some cases, the junior leader has complete charge of a local club. We define a junior leader as one who is still enrolled in 4-H Club work. This device brought quick results. We found that boys appreciate responsibility and, when given opportunities to lead, will respond.

Our State 4-H Junior Leadership Camp, started in 1940, has been an asset in training junior leaders and glamorizing junior leadership. It is patterned much after the National 4-H Club Camp in Washington, D. C. To this we invite each county to send two girls from home economics and two boys from agriculture. Members attending elect a continuation committee of three boys and three girls who work with the State staff in planning and executing the program for the following year. These have been additional challenges to older members, and we believe it has been a vital factor in holding members longer.

Emphasis on the year-round local 4-H Club program has also helped to hold our older boys. Members are not so apt to drop out if there is no break in the program.

We believe that one of our most significant tools in holding members has been the development of a recognition plan so that each member can measure his progress from year to year in comparison with his own work, with desirable standards of accomplishment as a goal.

Good Human Relations

(Continued from page 94)

The following story tells you how it worked out in one of Arkansas' counties.

Pope County's Experience

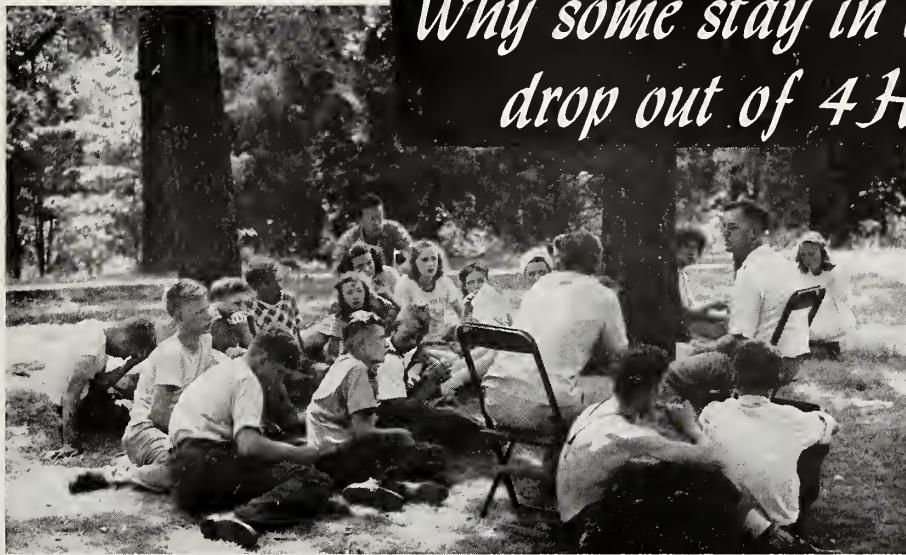
Our problems are the same as many other agents in locating, training, and keeping 4-H local leaders. Our attempts at solving this problem are continual and ever changing. We find that it is necessary to have a good public relations program with the leaders, 4-H Club members, and parents if we succeed in maintaining adequate adult leadership.

Enthusiastic 4-H members are a great asset in creating interest in prospective 4-H leaders. Usually in the selection of a new leader, 4-H members decide who they want and contact the person or persons themselves. After the prospective leader has agreed to assume the responsibilities as a 4-H leader for a certain club, either the home demonstration agent or county agent or both should arrange to see the leader and talk over the responsibilities and opportunities in being a 4-H leader.

The training process is never ending and we have found that it is necessary to vary the training program. In Pope County, there is an active 4-H leader's council which meets in regularly scheduled, quarterly meetings. This council plans all the 4-H countywide activities with the agents assuming only an advisory role. In addition to the leaders' council, three or more leader training meetings are held to train leaders for giving demonstrations, assisting 4-H members in completing records, and directing the recreation.

We have found area leader training meetings a great help in stimulating interest, enthusiasm, and in providing extra training. We have found that as leaders become more familiar with 4-H activities and accomplishments, their interest and value as a leader increases. Then it becomes our responsibility to keep leaders actively engaged in 4-H Club work.—W. C. Young and Bernice Cook, Pope County Extension Agents, Ark.

Why some stay in and others drop out of 4-H Clubs



JAMES H. COPP
Department of Rural Sociology, University of Wisconsin

Camps offer topnotch learning situations as photograph suggests, courtesy of Illinois 4-H campers.

KEEPING members in 4-H Club work is a basic and constant challenge for 4-H Club workers. Just as members grow with greater participation and learning, so do 4-H workers build a backlog of satisfying experience with the boys and girls who continue club work. Every member who drops out loses when he does not take full advantage of the opportunities for personal development offered by 4-H Club work, and the 4-H Club program, too, loses its effectiveness.

The size of this problem is shown by the fact that approximately one-third of all 4-H Club members drop out each year. Putting it another way, the average 4-H Club member remains in club work only about two and one-half years. This means that the club worker who wants to maintain the size of his club is continually adding new members, who must be given educational opportunities commensurate with their abilities.

Realizing that any effective solution of the drop-out problem depends on having the reasons back of it, college and extension people have been conducting research on the problem for the last 25 years. One of the most recent studies * was conducted at the University of Wisconsin by the writer

and Robert C. Clark, former State 4-H Club leader. In this study a large number of factors were checked, including many studied earlier, to see if they were related to reenrollment. In a way then, this study can be viewed as a summary of our present knowledge about membership turnover in 4-H Clubs.

The study began in the spring of 1953 in four Wisconsin counties selected for differences in geographical location, urbanization, level of living, farm productivity, and complexity of county 4-H Club organization. Within each county, clubs with high and low drop-out rates were selected for intensive study. All members who dropped out and a random sample of those who reenrolled in these clubs were each personally interviewed in a private situation by trained interviewers using a carefully prepared schedule of questions.

A total of 625 boys and girls were interviewed. All of these young people had been club members in 1952, but approximately one-half were drop-outs at the time of the interviews. Therefore, in looking for clues to dropping out, it was possible to compare drop-outs with reenrollees.

The questions asked during the interviews were designed to get a well-rounded picture of the boy's or girl's situation inside and outside the 4-H Club. We asked about his home back-

ground and his parents' activities. We inquired about the interests of his brothers, sisters, and best friends. We also asked about his project and club experiences and about his vocational plans. We even checked his activities in school and in other groups.

The findings from this research confirm and extend most of the findings of earlier studies and also suggest some new leads that might be investigated in further studies of 4-H drop-outs. The fact that findings from other studies in different parts of the country are in agreement with our information suggests that 4-H Club workers have some well-established knowledge available for unraveling the problem of membership turnover.

Major Findings

When we began the study we hoped we would be able to say something about the relationship between the type of club and the proportion of members who drop out, and about the relationships between leadership and drop-out rates. However, we found that drop-out rates for the same club varied so much from one year to the next (even when the leaders didn't change) that we couldn't draw any reliable conclusions. Therefore, this article will discuss only the differences between

(Continued on next page)

* This article is based on the findings of a research project to be reported in a Wisconsin Agricultural Experiment Station Research Bulletin, Factors Associated with 4-H Club Re-enrollment, by James H. Copp and Robert C. Clark.

drop-outs and reenrollees rather than differences between clubs.

Early in the study we noticed that much dropping out was unavoidable, because it involved factors beyond the control of 4-H Club workers. Approximately 35 percent of the drop-outs occurred because of moving, club failure, work conflicts, departure for the armed services, marriage, or reaching the upper age limit for club membership. *Thus, at least one-third of the drop-outs didn't even have an opportunity to reenroll.* Since this study was more concerned with those who chose to drop out, the unavoidable drop-outs were excluded from the remainder of the analysis.

Looking at the boys and girls who had an opportunity to reenroll, we found that those who joined as soon as they became eligible for membership remained in club work longer than those who enrolled for the first time at a later age. Age at first enrollment appeared to be a more important consideration than present age in accounting for drop-outs. For example, there was no sharp increase in drop-out rates for boys and girls who had first joined at age ten.

This finding means that when boys and girls join at an early age they are more likely to remain in club work for a longer time. Older boys and girls are more likely to drop out early. It is possible that early joiners are more highly motivated to become 4-H members in the first place.

The strongest factor related to dropping out or staying in seemed to be what other young people are doing. If a member's brothers and sisters dropped out, he was likely to drop out. The same thing was true for best friends. If a member's best friends dropped out or never joined, he was likely to drop out. Dropping out or staying in was not always an individual matter, but often a reflection of what the member's closest acquaintances were doing.

We also found that the parents of members were an important factor in membership turnover. Drop-outs were more likely to come from homes with lower parental interest in 4-H work. That is, a higher proportion of those who reenrolled than of those who dropped out received help with their projects from their parents. Those who reenrolled more often thought

their parents were interested in the 4-H program than members who dropped out.

Another indication of the importance of the home background was that drop-outs came from home backgrounds less favorable to successful 4-H work. Drop-outs tended to come more often from families with lower levels of living. Young people from families that were nonfarm or in which the mother worked outside the home were more inclined to drop out. Children tended to reflect the social patterns of their parents. A higher percentage of drop-outs came from homes where the parents were less active in community affairs and where transportation to meetings was a problem. Clearly, it is not only the member but also the parent in the background who is involved in membership turnover.

We noticed that drop-outs while they were members tended to be less active in 4-H than the boys and girls who reenrolled. The members who dropped out tended to have lower attendance at meetings, lower rates of project completion, and lower rates of participation in countywide 4-H Club activities and contests. In fact, it appears that future drop-outs may be detected by their low rate of present participation in their club. *Dropping out is more often a gradual withdrawal than a sudden decision.*

There were other findings as well. For instance, boys dropped out in about the same proportion as girls. Members of high school age who

dropped out tended to be engaged in fewer extra-curricular school activities (musical, dramatic, and athletic) than members of high school age who stayed in club work. This finding contradicts the popular idea that high school activities interfere with 4-H Club work. Young people who are interested and active in 4-H by the time they enter high school can apparently take an active part in both programs.

Boys and girls did not drop out because they found other youth organizations more attractive. Those who reenrolled actually tended to be more active in other organizations (FFA, FHA, church) than those who dropped out. The impression gained during the field work was that those 4-H members who were lost to competing youth organizations were no more successfully held by the other organizations.

There was very little difference between those who dropped out and those who reenrolled in their evaluation of 4-H experiences, or in the attitudes they expressed toward their clubs and 4-H Club work. If, indeed, this is true, it seems to suggest that the basis for dropping out or reenrolling lies not so much in the nature of 4-H Club work as in the boys' and girls' social environment outside the club.

What the Findings Suggest

Obviously there is no single cause largely responsible for failure to re-enroll. Dropping out seems to be the net result of a combination of factors. It is of great significance that most of the findings reflect influences coming from outside 4-H, such as the family and the peer group, and brothers, sisters, and best friends.

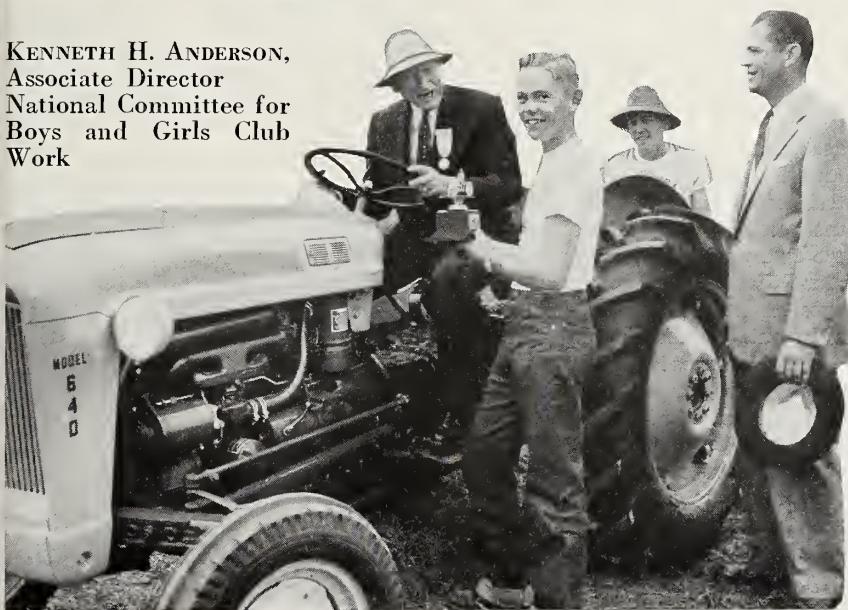
The evidence from this study suggests clearly that the best way to retain members in 4-H Club work is to do the following: (1) Actively involve their families and friendship groups. (2) Give more and better attention to young members rather than to center time and effort on enrolling older boys and girls. (3) Be watchful and helpful to those who participate the least for they are potential drop-outs. (4) Realize that one-third of all dropping out is not preventable, because members do not have an opportunity to reenroll.



Both boys and girls like land judging.

How To Make and Keep 4-H Friends

KENNETH H. ANDERSON,
Associate Director
National Committee for
Boys and Girls Club
Work



SEARCHING for more volunteer assistance? If so, don't overlook the 4-H donors. Too often we think of this group as being interested only in giving awards, whereas their interest and potential extend far beyond blue ribbons and medals, trophies and trips.

Donors are truly friends of 4-H. They may be bank presidents, farm implement dealers, store managers, service club officers, or teachers. Many are local dealer representatives of national 4-H donor organizations. And the degree to which these folks are given opportunity to demonstrate public-spirited concern for 4-H depends largely upon you as a county or State extension agent.

While awards represent a major contribution of all 4-H donors, let's look at other aids provided by donors on the national level. Such a list will suggest similar kinds of support for county and State 4-H programs. Included are educational trips, scholarships, literature, films, radio and television recognition, technical help, funds for leadership training, meals and entertainment for special events, meeting places, transportation, equipment, newspaper and mag-

A Maryland boy, George E. Bishoff, age 16, wins the tractor title at a Virginia exposition. Left to right, Gov. Thomas B. Stanley of Virginia, George Bishoff, James Cunningham of Milino, Fla., who won second place, and James G. Blake, a manager in the company that sponsored the program.

azine publicity, and gift subscriptions to *National 4-H News*. In addition to these tangible aids, donors are also potential club leaders, guest speakers, and sometimes demonstrators of new methods. Lastly, but highly important to you as extension workers, is the fact that most national donors actively encourage their local dealer representatives to cooperate in the 4-H program.

In making 4-H contacts, let's remember that 4-H, with its top-ranking youth programs, deserves the support of top-ranking business and civic leaders. So don't be modest about contacting key officials of the organization whose support you are enlisting. If the company president believes in 4-H, you'll have the support of his staff.

Although letters of solicitation are helpful, the friendly personal call is naturally much more effective. It doesn't have to be made by the ex-

tension agent; it can be made by officers of the county 4-H council, the president of the 4-H leaders' association, or other volunteers.

Like parents and local leaders, donors must learn about 4-H, its purposes and policies, if they are to develop a warm interest in the program. So be prepared to tell the 4-H story fully—what it does for youth, families, and the community. Tell your story with enthusiasm! You're not asking for alms; you're inviting support of a youth program which has economic and social significance to your prospect. It is a privilege for anyone to cooperate in the 4-H program. After presenting the highlights of the program, you may wish to tell your prospect about its values in terms of service and public good will. If your proposal is one on which you can't expect an immediate decision, leave a proposal in writing. Then be sure to follow up with a personal call.

In your work with donors, you'll of course want to keep in mind your county and State 4-H objectives and policies. What's best for 4-H is also best for the donors. Your National 4-H Awards Handbook includes a page entitled "Criteria for Appraising a 4-H Awards Program." You'll find that the principles indicated apply equally well to any kind of donor support. Then, too, there's the USDA booklet on regulations governing the use of the name and emblem.

Now let's suppose you have a new 4-H donor. How can you maintain and heighten his interest? Remember, he's a volunteer assistant in your program, so treat him accordingly. Above all, don't enlist his support and forget about him. Pay your new donor friend a visit occasionally. Put him on the mailing list for State and county 4-H newsletters. Give him appropriate credit for his support. Keep him informed about the progress of the program. Invite him to State and county 4-H meetings. Perhaps he would also like to attend a local 4-H meeting or participate in a club tour. Give him a chance to see 4-H members in action. Your expressions of appreciation are important, but the joyful and spontaneous gratitude of youth is the best kind of thanks anyone can receive.

Iowa folks found the answer to FACTS—So What?

K. ROBERT KERN, Assistant Extension Editor, Iowa

JUST a look at the statistics tells you something big happened to 4-H Club work in Black Hawk County, Iowa last year.

In 1954 there were 34 clubs in the county with 634 members—469 from rural farm homes, 64 from rural non-farm, and 101 from urban homes. By March 1, 1956 these figures were 49 clubs with 709 members.

But the figures don't tell the magnificent extension story behind this remarkable growth of 4-H in one midwestern county. The plot of that story revolves around County Extension Director Paul Barger, now in his 30th year of Extension Service in Iowa, and Ramona Esbeck, home economist in the county for 8 years. Their contributions of vision and skilled professional leadership are the focal point. Other vital ingredients include a blending of scientific method, enlightened local leadership, and a great amount of involvement of club leaders and members in their own program.

This 4-H story grew out of a bold search for facts about the folks who live in the rural areas of Black Hawk County. It actually began when two Iowa State College men asked the county staff some questions about the rural people of the county, which Barger couldn't answer. One of them was "What percentage of the boys and girls of club age are members of your 4-H Clubs?"

The outgrowth was a detailed study of the people of Black Hawk County. (But that's another story in itself—one that we'll bring you in a later issue of the Review). This study provided the names of household heads, numbers of persons, approximate ages of young people, occupations and places of employment for all folks in the rural households.

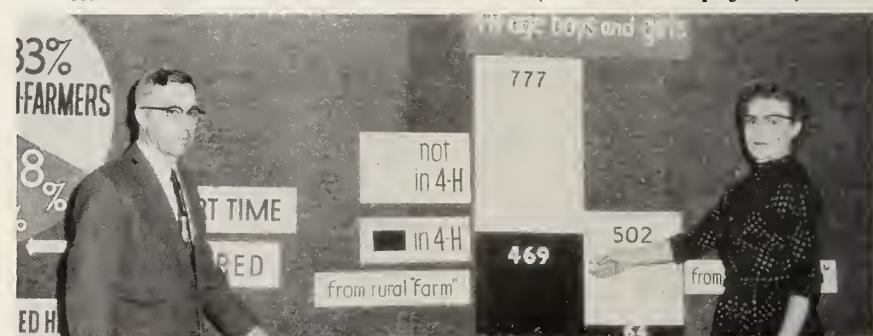
The particular statistics that pertain to this story were these: A total of 1,812 4-H age boys and girls lived in rural households of Black Hawk

County. Of that total, 1,246 lived in farm homes, with 469 then in 4-H; 566 lived in rural non-farm homes, with 64 then in 4-H.

Barger and Miss Esbeck, along with the county program development committee, looked long at these figures. For one thing, it was evident that the percentage of young people in club work was nothing to brag about. It also was obvious that the old pattern of a boys' club and a girls' club per township was no longer adequate. If all the youngsters could be enrolled, those 36 clubs would have to average 50 members each. One township alone had more than 250 4-H age youngsters within its lines.

After studying these facts the program committee and the extension staff framed three questions: How can this situation be changed? How can we help our leaders to see what our situation is? How and where should the changes start? Then they initiated a 3-step evaluation process that they credit with bringing the results mentioned in the beginning of this story.

One county club committee consisting of the 5 county committee members, 2 local leaders, and 2 mothers of 4-H members tackled the evaluation of the girls' program. A similar committee studied the boys' program, with similarly stimulating results.



Paul Barger, Black Hawk County, Iowa, Extension director, and Ramona Esbeck, home economist, show on a flannelgraph chart what their study revealed on 4-H membership of the 1,812 4-H boys and girls living in Black Hawk County.

Step 2 brought together a joint evaluation committee composed of the county girls' committee, county boys' committee, and four of the county's outstanding 4-H Club members. The extension staff also participated at each of these stages of program evaluation. The joint committee needed two meetings to cover the ground it set for itself. From the meetings came identification of problems in two major areas: organization and leader training. Factors in the organization problem were: parent interest, more members, new clubs, division of large clubs, role of older members, use of sponsoring committees, and the pattern of one club per township. Leader training included presentation of subject matter and better understanding of boys and girls.

Local club evaluation began with a meeting of the leadership of each club, including the club leaders, the sponsoring committee—parents of members who accept responsibility as club sponsors—club officers and a county staff member.

This was a new thinking process for many of the persons on these local club evaluation committees, so Extension personnel attended most of the meetings. The committees organized their evaluation around 6 questions:

Where do the members live?

What ages are the members?

How many years have the members been in club work?

What did the club do well this year?

How can the club improve its program?

(Continued on page 102)

"Hi 4-H'ers" Set Their Own GUIDE POSTS

RUBY D. HARRIS, 4-H Program Director, California

WHY does California believe in its older boys and girls participating in "Hi 4-H Clubs"? Do these clubs meet the needs and interests of high school age youth? Can such a group exist when its members also are active in the local community and project 4-H Clubs? How did this pattern develop?

The "Hi 4-H" approach seems to be meeting older 4-H Club members' needs to belong, to learn skills, to receive recognition, to carry responsibility, and to be of service. It seems to be meeting the interests of teen-agers in providing opportunity for the development of wholesome boy and girl relationships, for participation in programs of their own planning for their own age group, providing for activities suitable for their youth and energy, and for getting satisfaction from participation.

In recent years, California's increased population has brought larger 4-H enrollment. This includes not only 10-year-olds as first-year members, but also many 13, 14, 15, and even 16-year-olds as first-year members. These high school age boys and girls did not object seriously to carrying project work with the younger members, but they did object to being barred from taking part in the programs of the so-called senior group.

For many years, a ranking system has been used as one of the incentives to retain the interest of older members. The "white cap" was earned by 14-year-olds who had completed four years of club work, thus distinguishing them from the "green cap" of general membership. The new group entering were not eligible to participate in senior activities because they had not completed the four years of club work. Counties used various methods of meeting this

problem, calling this group Associate Seniors and allowing participation in certain activities, but no voting or carrying of program responsibilities. Obviously, this did not meet the needs of these new members.

A discussion group at the 1951 Junior Leader Conference suggested separating the ranking system from the activity program, and thus "Hi 4-H" was born! Membership in Hi 4-H became open to any bona fide 4-H Club member upon completion of the eighth grade of school.

Each county then developed its own program for a "Hi 4-H" Club, if it wished to organize one. The State office assisted upon request, but refrained from promoting the new adventure in the belief that if the program were to meet the need, the older members themselves would ask



for it. This they did. In 1955, 42 of the 53 counties had "Hi 4-H" Clubs, with a membership nearing the 3,000 mark. Hi 4-H, like Topsy, has grown practically by itself and is now so well established that requests for statewide procedures and policies poured into the 1956 State Extension 4-H Advisory Committee.

Programs for "Hi 4-H" Clubs have been planned and will continue to be planned and developed by the members themselves, with leader



Group activities for teen-agers are basic in a successful program.

guidance. In order to secure facts for study and recommendation of the 4-H Advisory Committee, some practical program research has been done. One county "Hi 4-H" Club requested assistance in planning a program which would interest more members and increase attendance. The research person, acting as a discussion leader, asked each member to think of the best meeting he had ever attended, then discuss with his neighbor why he thought it was a good meeting. After brief discussion, members gave reasons to the whole group. These were listed on a blackboard: (1) There was variety, (2) we learned something, (3) everybody got into the act, (4) we had a good speaker, (5) there was food and
(Continued on next page)

fun, (6) we stopped while it was still good, (7) we started and stopped on time, which meant that parents didn't have to wait or ask members to leave before the meeting was over.

Stated in slightly different terms, aren't these the criteria for good meetings which are used by group work experts?

Programs providing opportunities to carry responsibility and be of service to 4-H Club work have been most successful. Committees in "Hi 4-H," paralleling those of the county club council of adult leaders, have provided opportunities for leadership training and experience, for recognition of good work, and for rendering service. These committees include such activities as exhibit days, fairs, achievement programs, field trips, tours, and summer camps. Relationships between adults and teen-agers have improved through the increased understanding brought about by working together toward a common goal. Older members are now assuming more of the leadership roles in these activities.

Community service activities include work in such areas as the following: Welcome signs to towns; highway, park, school, and church clean-up campaigns; safety programs; Christmas caroling; baskets and gifts; disaster relief; seeds for Korea; finding host families for incoming IFYES; money raising for polio, heart, and crippled children's funds; and "get out the votes" campaign, especially for school bonds.

Programs for club meetings have included talks on how to make introductions; dating; social customs for train travel; use of hotels; the senior prom; appearance; and grooming. Methods of getting the ideas across have varied to fit the topic and change the pace. For example, the film "Introductions" was followed by role-playing the situations in which boys and girls need to make the proper introductions. Practice in a situation where all are play-acting relieves the feeling of self-consciousness.

Specialists in various fields have been guest speakers and discussion leaders at meetings. Other programs presented have been panels, round table discussions, quiz programs, and town hall meetings on such topics as

Working for Peace, Citizenship Responsibilities, the IFYE Program, Contests and Awards, and Public Affairs.

Recreation plays an important part in each meeting. Special beach parties, snow parties, hay rides, and dances provide ample opportunities for boy-girl relationships in a group situation, thus making the step to formal dating an easier one.

At this age boys and girls are forming their philosophies for living and have strong spiritual values. The members like to write and present candle lighting and capping ceremonies for new members, installation of officers' ceremonies, and ceremonies for closing events at conferences and summer camps.

A stranger asked Socrates the way to Mt. Olympus. Pointing toward the mountain, Socrates said simply, "Do all your walking in that direction." We think we are headed in the right direction if we follow the guide posts indicated by the "Hi 4-Hers"!

Iowa Folks Found Answer

(Continued from page 100)

What can we recommend for the club next year?

Consideration of these questions was a major factor in the whole process that has brightened the 4-H outlook in Black Hawk County. Most club committees were quick to recognize their problems and they came up with ideas for solving them.

Five conclusions were reached:

- There are not enough boys and girls in 4-H.
- One club per township is not enough.
- Some clubs have become too large.
- The club program must fit needs and interests of different ages.
- Self-evaluation leads to stronger clubs.

Barger and Miss Esbeck can see real progress in the results and actions that followed the 3-step evaluation process. The one-club-per-township barrier has been broken. Cedar Falls Township, which adjoins industrial Waterloo, now has six clubs, and five other townships

have three or more. The way was paved for dividing the larger clubs into smaller clubs. Fifteen new clubs in the first year have followed these two changes in local club philosophy. The clubs are stronger, too. Barger and Miss Esbeck give the credit for this strength to the evaluation process and the boost to the program that came with unifying 4-H with the township annual meetings.

That unification is the last chapter to date of this story of 4-H growth in Black Hawk County. This is the background. For many years there had been fall 4-H booster meetings held in each township to get enrollments and promote 4-H. Because the new Agricultural Extension Law in Iowa required an election meeting in each township this past November or December, the 4-H committees and the County Agricultural Extension Council decided to join these two events into one meeting in each township.

A lot of work went into these meetings. District training meetings were held for folks who would work in each township. The workers included the current council member, 4-H leaders, 4-H officers, and 4-H sponsoring committees, plus election officers prescribed by law for the council elections.

The 4-H story was told in each of these township programs. At each 30 minutes of the 1-hour program, time was devoted to 4-H, with reports by club presidents, skits or other numbers that involved all 4-H members of the township, and selection of township sponsoring committees. Besides the boost for 4-H in general, these meetings helped identify it with the overall extension program for the nearly 1,300 persons who attended.

If there's a secret to the Black Hawk County 4-H story, Paul Barger and Ramona Esbeck say that *involving people* is the key to successful club work. Actually, 278 persons took part in evaluating the county and local club program, more than 288 other adults and members helped plan or participate in the township meetings, and another 800 or so saw 4-H members in action and learned firsthand what 4-H means to Black Hawk County.

OUR TIME-USE STUDY

Here's what happened when we applied the findings

JOHN D. MARCHANT and M. PAULINE ROWE
Vermont State 4-H Club Leaders



Lillian Andrews, Franklin County, Vt. 4-H Club agent, and John Adams, Lamoille County, agent, smile at the prospect of getting a summary account from the local leaders, instead of all individual member records. This resulted from the Time-Use study.

DURING the 5 years that have elapsed since the county 4-H club agents in Vermont made a study of how they used their time on the job, several shifts in emphasis and in use of time have been accomplished.

An important achievement has been the *reduction in detail* in the club agent's office. Prior to the study, each club member sent to the agent an individual record for each project. Today, the local leaders review the project records and send to the agent a summary report for the club. This change in procedure has helped the leaders evaluate their members' progress and has enabled the agents to prepare their annual reports more efficiently.

of 4-H work in the community and to recruit leadership.

By the end of 1955, approximately 100 such committees had organized in the State, with a membership of about 500 men and women. The 920 volunteer men and women assisting with the 4-H Club program in 1950 had expanded to 1,806 in 1955, including the club leaders, project leaders, and community committee members.

Project leaders have increased greatly since the study was made. Many clubs now have a separate leader to give instruction in each project. This is in addition to the club leader who assists the club with organization, recreation, and community service. In 1955, there were 500 project leaders in addition to the 556 organization leaders serving the State's 477 local clubs.

Increased training for leaders went hand in hand with expanded recruitment. In 1950, the club agents' reports showed an attendance of 3,053 at 162 leader-training meetings, as compared to 4,380 leaders attending 331 training meetings this past year.

Further help for leaders came through the establishment of a series of training meetings, both spring and fall, on a district or intercounty basis. Prior to the study, a statewide leader-training conference had drawn an average attendance of 25 each year. In contrast, more than a hundred leaders have attended each series of district meetings.

Another timesaving effort was made in combining several State project events into one State 4-H Club Day. Recognition for more members at the State Day has been made possible through the elimination of judging in most events. Similar reduction of detail at events has been achieved in several counties.

The time-use study revealed that club agents were spending 14 percent of their time in planning and administering 4-H camping programs. In an effort to make time devoted to camping more effective, a statewide program of counselor training has been developed. Some responsibilities of agents at district camps have shifted to hired staff members.

Constant Evaluation Necessary

One of the study's most important contributions to staff efficiency has been the realization of need for constant evaluation of programs, activities, and methods.

Mrs. Laurel Sabrosky of the Division of Extension Research and Training, Federal Extension Service, helped summarize and analyze the data from this study which gave agents the clues to using their time more effectively.

A report on the findings and the way in which the study was conducted was prepared by Harriet Proctor, Addison County Club Agent, for the September 1955 Extension Service Review.



Leadership Increase

The study showed that agents spent much of their organizational efforts on securing volunteer leaders for local clubs. The new emphasis is to develop *community 4-H Club committees* to determine the place

UNITED STATES
GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON 25, D. C.
OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, \$300
(GPO)

*NATIONAL WINNERS in 4-H achievement, leadership
and citizenship present President Eisenhower the
1956 4-H story book. For details see page 90.*

